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ABSTRACT

In order to investigate the feasibility of adding a cooperative education option to the curricular offerings of Moraine Park Technical Institute (MPTI), interviews were conducted with randomly selected representatives of 12 industries and 17 employers in the marketing and merchandising businesses located in the MPTI service area. In addition, instructors and students were surveyed by questionnaire for their reactions to a cooperative education addition to the curriculum. Ninety-six percent of the industry and business representatives favored the implementation of a cooperative education program. Only 3 percent of the faculty and 5 percent of the students surveyed reacted negatively. On the basis of this positive reaction, seven programs were selected for a pilot study of cooperative education. This document presents suggested curricula for the programs, provides a list of the businesses which might particpate, and discusses policy changes which would have to be made to adjust the work load of the coordinating teachers. Complete survey information is included, and several of the comments of the respondents are provided. (Author/NHM)

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FINAL REPORT

Project No. J-730034

COOPERATIVE EDUCATION

Department of Research & Planning

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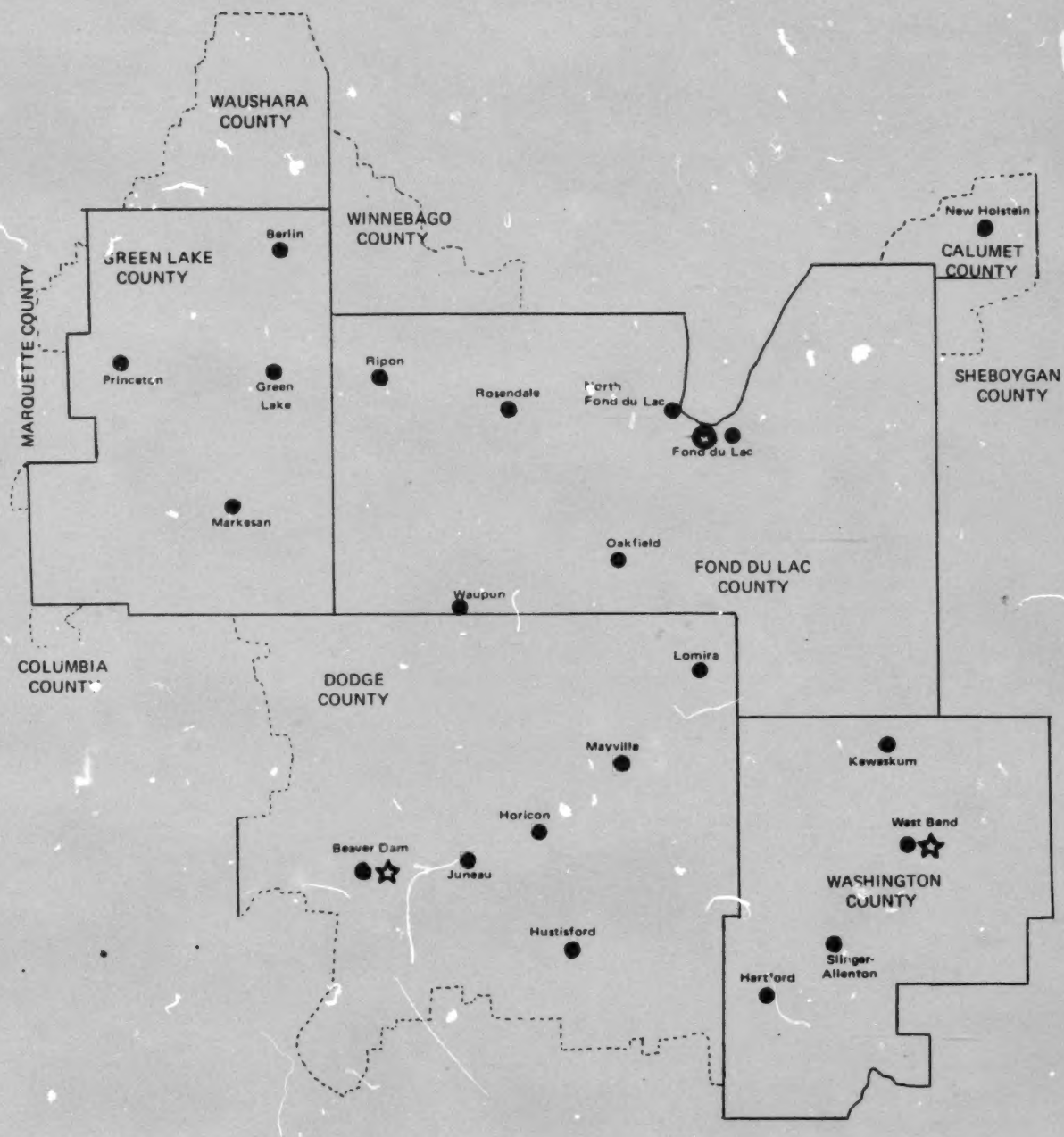
June 1, 1974

JC 740 274

WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

Approved for Operation July 1, 1972

Moraine Park Adult Centers



INTRODUCTORY STATEMENT

Part of the Moraine Park Technical Institute's mission is to research methods, procedures, and techniques leading to improved opportunities for students receiving relevant skills and practices that benefit them in their employment and participation in modern society.

It was felt that Cooperative Education practices would be an effective method of improving teaching techniques beneficial to both the student and Moraine Park Technical Institute. The research was initiated to determine its feasibility for introduction into curricular offerings.

COOPERATIVE EDUCATION STUDY - FLOW PROCESS

1. Determine Support
    - A. Students
    - B. Instructors
    - C. Industry
    - D. Marketing and Merchandising
    - E. Labor Unions
2. Evaluate Scheduling Possibilities
    - A. Time of Day - Part or Full
    - B. Costs
    - C. Supervisor Responsibilities
    - D. Time of Year
    - E. Number of Weeks
    - F. Block Time Versus Semester
3. Work with Curriculum Specialist
    - A. Courses Added/Deleted
4. Meet with Advisory Committee
    - A. Information
    - B. Recommendation and Support
5. District Director Reaction
    - A. District Board Support
    - B. Changes and recommendations
    - C. District Commitment
6. Submit Proposal to State Department of VTAE For Authorization
7. Determine Supervisor/Instructor
8. Implement Pilot Group
9. Evaluate Pilot Group
10. Expand Cooperative Education Offerings to Include All District Programs

ABSTRACT

This study investigated the feasibility of adding the option of Cooperative Education practices to Moraine Park Technical Institute curricular offerings.

Data were gathered from representatives, selected at random, from twelve industries and seventeen employers in the marketing and merchandising business located within the boundaries of the Moraine Park VTAE District which comprises several counties located in the southeastern part of the state of Wisconsin. Sixty-seven instructors and one hundred and twenty-three students were also surveyed by questionnaire for their reaction.

The data showed a strong support for Cooperative Education from business and industry. Ninety-six percent (96%) of industry and business contacted favored the practice. Only three percent (3%) of the faculty and five percent (5%) of the students surveyed reacted negatively.

The results of the study indicate that Cooperative Education practices are welcomed by business and industry, faculty and students and should be a desirable asset to curricular offerings of the Moraine Park Technical Institute.

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This study deals with determining the Moraine Park Technical Institute's role in providing an option in curriculum offerings for Cooperative Education practices.

According to Knowles, "Cooperative Education guarantees for each student constructive work experience planned to relate to his campus study. Cooperative Education gives him an opportunity to carry on an adult job and to be rewarded for successful performance on the same terms as adults who are not in college. He also learns to appreciate his own place in the employing institution and the place of the institution in the larger society."[1]

In addition to the "rewards" mentioned by Knowles, there are skills and experiences that can be taught "on the job" better than in the classroom. Machines, instruments, devices, techniques, and automated practices prohibitive to the Moraine Park Technical Institute because of financial, space, and practicality restrictions may be utilized to expand student educational possibilities, employing additional resources to provide education relevant to today's employment conditions and effective functioning as a prime constituent in the larger society.

The value of vocational education is demonstrated by placement statistics for students graduating from the Moraine Park Technical Institute. Follow-up statistics from ninety-two and eighty-nine one-hundredths percent (92.89%) of the graduates for the period of July 1, 1972 to June 30, 1973 indicate that of those available for employment, ninety-seven and forty-five one-hundredths percent (97.45%) were employed. Eighty-three and forty one-hundredths percent (83.40%) were employed in a job related to their Moraine Park Technical Institute training, while sixteen and sixty one-hundredths percent (16.60%) were employed in jobs not directly related to their training.[2]

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[1]Knowles, Asa S., and Associates. Handbook of Cooperative Education. Jossey-Bass, Inc., San Francisco, 1971. Page 19.

[2]Moraine Park Technical Institute. The Link. Volume 2, No. 1, Jan., 1974.

Moraine Park Technical Institute graduates are placed in jobs compatible with their education and many times have their pick of jobs while the trend for general education for non-existent jobs is greatly losing favor with the young. Students expect to be trained for a specific job, one that exists now and one in which they can visualize themselves employed.

In order to maintain this thrust for relevant education, so well established by the Wisconsin VTAE System, new ideas must be explored and we must venture into new areas of training. Close ties with industry and business serve as an ideal launching point for Cooperative Education. Industry and business depends upon Technical Institutes for employees and the educational institute depends upon industry and business for placement of graduates.

Cooperative Education can serve to strengthen the bond uniting education and employment. Education's output is industry's input and by encouraging greater participation and responsibility from business and industry for input into education, a strong bond is formed which aids graduates in their selection of a job.

Cooperative Education opens the door to future needs and training trends. If technical institutes do not take advantage of this opportunity, others will, closing off advantages that are now available.

Cooperative Education provides another opportunity to demonstrate to business and industry that technical institutes are a capable and desirable source for their manpower needs. Cooperative Education reduces the need for industry and business to train their own manpower allowing greater utilization of educational facilities and expertise. Relevant and pertinent feedback is also greatly increased through Cooperative Education.

The Moraine Park Technical Institute has experienced constant growth in enrollment and predictions for the future point to even greater enrollment.

The desire to provide relevant education coupled with increasing enrollment has encouraged exploration of improved methods of instruction, practices, and training.

Since technical schools are dedicated to prepare and equip students with skills and knowledge that insure employability, every effort is made to capitalize on all avenues of preparation, and Cooperative Education practices available through industry and business have potential that must be explored to their fullest possibility.

This project deals with establishing a procedure for allocating instructional credit based on work experience and how to best establish an orderly procedure for its implementation.

OBJECTIVES

Before firmly committing instructional staff to Cooperative Education it is necessary to alleviate stress and frustration caused by change and progress. The project is separated into three parts and spread over a three-year period. The first year is devoted to planning and preparation; the second depends upon the first and deals with implementation after feasibility of Cooperative Education is established, and the third year is dedicated to evaluation of the Cooperative Education program as a whole. The objectives for the first year were:

1. Determine the instructional programs that provide opportunities for Cooperative Education;
2. Determine the student population that can benefit from such a program;
3. Determine the manpower resources available and/or deficiencies within the institution for implementing the program;

4. Determine the qualifications necessary for the coordinator of the project;

5. Develop curriculum changes that can be made in lieu of on-the-job experience and training;

6. Provide an operational procedure for working cooperatively with business, industry, and service agencies to develop commitment for the program.

COURSE OF ACTION

After consultation with Moraine Park administration and coordination personnel, it was decided to personally contact twelve employers from industrial firms and seventeen employers in the marketing and merchandising business. Personnel contacted included representatives from industry and business located in all counties within the boundaries of the Moraine Park Vocational, Technical and Adult Education District.

Personal visitations were selected in lieu of correspondence by mail in order to establish rapport and develop working relationships and understandings that would pave the way for future implementation of Cooperative Education practices. It was recognized that "quantity" of contacts could be greatly increased by correspondence through the U. S. mails but it was felt that "quality" would be sacrificed, and since quality was a redeeming goal of the research project, emphasis was directed towards its attainment.

Personal contact provided opportunity and dialogue advantages leading to future cooperation not available through correspondence. It assured industry and business personnel that the Moraine Park Technical Institute was genuinely interested in cooperating with them and established groundwork for future relationships. Face-to-face contact gave industrial and business personnel a chance to evaluate visually as well as verbally the intent of the educational marriage and cemented the bonds of communication.

SUPPORT

Industry and business have indicated that technically educated students are vital to solution of manpower needs, and as such should have the opportunity to participate in actual work situations as well as classroom participation. (See Appendix A, Letters of Support). The inclusion of educational flexibility was stressed and Cooperative Education was indicated as a welcome method of expanding educational opportunity for the student to receive relevant education.

Questionnaires were given to one hundred and twenty-three students enrolled in nine of the thirty-six full-time programs offered at the Moraine Park Technical Institute. One hundred and seventeen (96%) indicated they wished to participate in a Cooperative Education program. Six (5%) indicated they preferred the traditional curriculum. Typical of the comments from students wishing to participate were: (See Appendix D).

1. It sounds like a good program---when does it start?
2. Excellent idea---would certainly help the student in learning the responsibilities of a possible future job. Would benefit employers greatly.
3. I think it is great.
4. It would benefit the student in practical application of his courses.
5. I think this program should be enforced as soon as possible. However, jobs should parallel the course the student is enrolled in.
6. Working as a draftsman in a local industry, I have found an added learning experience in my education while I am studying at the Moraine Park Technical Institute. It would be the best thing for a student and I highly recommend it.

Negative responses received were:

1. I wouldn't select Cooperative Education--only for the reason that I'm already working a full-time job. I think it would be a good idea for anyone without a full-time commitment.

2. I feel industry might tend to be too specific and the student might receive a better general education in school, preparing him for a wider choice of jobs. More information on this program might be helpful.

3. It would depend on what type of agreement I would have to sign with the company concerning arrangements during and after school, and after graduation. My decision would also depend on how much school time, work, and homework time would be needed.

4. Some of us are going to school and have a full-time job (40 hours) now! If we can do it, let the others try it on their own! Why shouldn't we get credits <u>now</u> for working.

Sixty-seven instructors employed as full-time staff were given a questionnaire asking for their opinions regarding Cooperative Education. (See Appendix C). Comments were received from thirteen and of the thirteen responding only two felt Cooperative Education would not benefit the program. Typical instructor comments were:

1. Good idea; I am for it.

2. I feel there are definite advantages in the area of occupational experience. We must be sure that the student is not losing too much related education in the classroom. I suggest: (a) make four credits available per semester rather than six; (b) Cooperative Education must be optional--with a limited number of participating students we can offer quality occupational experiences. We don't just want quantity with students dropping out of school and therefore leaving the cooperating industry; (c) the existing instructors must be involved in the supervision and coordination between the students and the cooperating industry. We can't spread the coordination too thin across the many programs.

3. The only area where this change might affect my teaching assignment would be in scheduling math classes around the time spent away from the campus. This might result in a split-up schedule. I'm not adverse to this. I think the experience for students is excellent. It also is good public relations for the school.

4. I believe our school shop is as well equipped as most in industry; therefore, the student would not have that advantage. He would have the advantage of longer hours which increases his experience and the situation of working with people of the trade. The main disadvantage, I believe, would be an employer not teaching the student anything of value but using him for simple work.

5. It is my opinion that Cooperative Education is not only one way for a person to learn--it is perhaps the best. I believe wholeheartedly in the concept and, in most cases, its practice. Athletic coaches have known for decades that players must have face-to-face competitive situations in order to really learn how to play the game. We in education have been too slow in recognizing that our students learn more while out of our classroom than inside. The practical approach to technical education must be utilized better than it has been--regardless of the changes that are necessary to implement it. The ivory tower of formal education is crumbling (look at what is happening to small liberal arts colleges) and unless we in technical education utilize a more practical approach to our jobs we, too, will feel the pinch of our changing world values. I encourage you to drive forward on this program until it is a complete reality. There are many problems facing an educational institution attempting such a program. One of the more difficult is placement. Several years ago I surveyed members of the design and drafting advisory committee on cooperative training. The general response at that time was one of belief in the concept but not knowing how they or their companies would be able to participate. Several indicated that they might consider one or two students on a full-time basis for a few months but not part-time. Few of them ever have evening work in their engineering departments--when available such hours are usually delegated to the most experienced employees. The problem of constant supervision of "green" personnel came up several times. Most beginning draftsmen require detailed supervision for the first 500 to 1000 hours of employment due to the nature of this type of work. A knotty problem for anyone having coop students in their plant. With the approximately 25 students in our design and drafting curriculums it might be difficult to find enough employers willing to release one regular employee for even part-time supervision. Another problem they mentioned was the legal and insurance aspects. It would seem that participating plants would have to pay the students something (minimum wages) if the student was going to be in the plant on any type of regular basis. The student would, in effect, become an employee of the company on a short-term or part-time basis. Just the federal paperwork involved caused at least one committee member to express his reservations. There is also the problem of employer liability both for design features of his products. And for those within his plant--at least one stated that his draftsmen belonged to a union which would have to give its approval to each individual working in that department. (A rather extreme case.) But the prime problem that I foresee at MPTI is scheduling. Personally, I believe that a situation similar to that utilized by

the food processing department would be the most workable; all students in a curriculum (in our case both design and drafting) working a full day at the same time--perhaps for as long as a quarter--or two days a week for a semester--or something similar which would place the students' hours in a more favorable light with employers or on a full-time basis. I am confident that you have already solved the above problem but felt obligated to relay what I remember of the committee members' comments to you. I was somewhat taken back by the predominance of negative comments made. (P.S. Have you looked into the National Science Foundation's program funding for "Transfer of Technology". Certain facets of Cooperative Education may qualify for their assistance.)

6. Although Cooperative Education can and will present some problems, I personally believe the concept to be sound. In my area, discussion of problems in communications and human relations can be discussed on a here-and-now basis instead of a future basis. I believe the value of these courses would increase and the relevancy more easily seen by the student.

7. Insofar as food manufacturing is concerned, we already have a summer internship. Frankly, I feel that extending this type of exposure further would only dilute the quality of our program. I cannot at this time give any encouragement to your study in our department.

8. I would like to see Cooperative Education introduced into the secretarial curriculum. Several employers (notably West Bend Mutual Insurance Company, Heritage Bank of West Bend, and B. C. Ziegler Company) call me each semester to locate or refer girls who would like to work part-time. Has any thought been given to providing Cooperative Education during the summer months for students enrolled in two-year programs? I should think this would be a natural.

9. Good idea as long as industry doesn't abuse the individual by placing him in a menial job with a no-growth situation. Good idea as long as a student remembers that he has obligations to school as well as to work. Good idea as long as the student is given credit where credit is due.

10. I feel that this type of program would be a worthwhile one to our students. During his final year of education he can be given the opportunity to enjoy work experiences that he is currently studying in school. This combination of theory and practical application should benefit the student very much. In my own speciality I see no complications as to curriculum changes and would welcome the opportunity to assist in the design of a curriculum to meet the needs of Cooperative Education.

11. I do not foresee any problems.

12. I am glad to see that the proposed changes would be elective in nature at the outset. Some of the merits of cooperative education as indicated are well-substantiated, but only if the most careful planning and organization is implemented. I am glad to see that input from possible employers has been sought, but we must keep in mind that probably the nature of the employment positions is more important than merely having an agreeable employment base. Not only is job rotation a most important element, but also the employment level. This is especially significant, I feel, in an area such as West Bend, where capstone D.E. program development at the high school level is apparent. I do not feel that technical students should be competing for the same type of entry positions as the typical high school coop. student. Management training or comparable level positions should be developed for the post-high coop. student in marketing. Only the most careful coordiantion can accomplish this. It is hopeful, therefore, that if the proposal is implemented, that a well-trained teacher-coordinator in the marketing field be utilized to develop the elective program. And if this becomes the case, then the coordinator must have considerable time to plan and implement the program. It is a proven fact that coordination and development of such a program requires considerable time and effort. A solid commitment, therefore, is necessary at the initial stages of the program's development. It appears from the information given on pages 1 and 2 of this memo that considerable study is being devoted to this topic. The considerations given are real and important. These considerations deserve this kind of attention. I feel that we must take great care in proceeding to develop any kind of coop. program in the marketing field. We must be sure to avoid dilution of the high quality marketing programs we have developed in this state at the post-high level. Time and again students from our Wisconsin associate degree, non-coop. programs have faired extremely well in competition with students from coop. programs around the country. This has been proven somewhat at the National DECA Conferences. If we decide to add this elective means of career development, let's be sure that we do a very good job of planning and development. If we cannot correctly implement the program, I feel we would be better off with status quo. If we make changes, let's be sure to improve our present offerings.

13. I don't think this is applicable to clinical experience for PN students. At present the instructor must be present with the student in the clinical area and the student is not given a wage. Regulations for schools for practical nursing would have to be changed at the state level. I feel a cooperative education program for PN students is a step backward to the time when

3-year nursing schools were organized for the main purpose of supplying cheap help for hospitals and training was secondary.

Labor representatives were consulted for their opinion regarding Cooperative Education and verbal support was given for Cooperative Education practices. Letters of recommendation were received from Mr. Joseph Gruber, Region 9 representative of the Allied Industrial Workers of America and Mr. Harold F. LaShay, Business Manager of General Building Construction Laborers'. (See Appendix B).

Others contacted strongly suggested that after work stations were determined by the Moraine Park Technical Institute and an industry or business, the local union directly involved be contacted for support of the work station. This phase of the total project was not designed to work out the details and contracts involved with establishing a work station as negotiations were to be carried out during the second year of the project after feasibility was established.

PROGRAMS

One of the objectives listed for the project was to determine instructional programs that provide opportunity for Cooperative Education. After interviewing selected business and industry, contacting students, instructors, and labor union officials, it was found that there was support from all concerned for initiating Cooperative Education practices and that all programs could benefit from curriculum revisions.

In order to limit initial participation to provide close supervision and evaluation, the following programs were selected as ones that would be readily acceptable to industry and business:

Associate Degree	Diploma
1. Accounting	1. Mechanical Drafting
2. Data Processing	2. Machine Tool Operation
3. Marketing-Fashion Merchandising	3. Machine Tooling Technics
4. Industrial Marketing	
5. Marketing	
6. Marketing-Foods	
7. Merchandising	
8. Secretarial Science	
9. Industrial Engineering Technician	
10. Mechanical Design	

The following programs were selected for the pilot study and curriculum revisions have been made subject to Moraine Park Vocational, Technical and Adult Education Board approval and subsequent approval by the Wisconsin Board of Vocational, Technical and Adult Education:

1. Marketing-Fashion Merchandising
   (two-year associate degree program)

2. Industrial Marketing
   (two-year associate degree program)

3. Marketing
   (two-year associate degree program)

4. Marketing-Foods
   (two-year associate degree program)

5. Mechanical Design
   (two-year associate degree program)

6. Industrial Engineering Technician
   (two-year associate degree program)

7. Mechanical Drafting
   (one-year diploma program)

CURRICULUM

Curriculum for the programs has been modified with course changes taking place in the third and fourth semesters of the programs. First and second semester curriculum remains as originally approved. It is intended that the student have the option of pursuing the traditional curriculum or enrolling in Cooperative Education courses which reduce classroom experience by a total of twelve credits during the third and fourth semesters.

Leadership and direction was concentrated on investigation of admission, participation and exit practices and appropriate credit as it applied to graduation. The study recommends that students applying for Cooperative Education instruction enroll simultaneously in a one-credit course entitled, "Cooperative Practicum" and a five-credit course entitled, "Cooperative Employment".

The course, "Cooperative Practicum", (a one-credit classroom experience) will meet once a week enabling the Cooperative Education supervisor the opportunity to establish rapport and become involved with day-to-day problems and experiences that the student has on the job.

"Cooperative Employment", (a five-credit course) is based upon a minimum of twenty hours per week per semester of on-the-job work experience appropriate to the student's major area of training.

MORAINE PARK TECHNICAL INSTITUTE
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MARKETING - FASHION MERCHANDISING
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Sem. Hours	Credits
104-104	Salesmanship	2	2	4	72	3
104-162	Principles of Design	2	2	4	72	3
104-165	Principles of Fashion Merchandising	2	2	4	72	3
105-105	Math for Business Analysis	3	0	3	54	3
104-102	Principles of Marketing 1	2	2	4	72	3
801-151	Communication Skills 1	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total			23	414	18

SECOND SEMESTER

104-108	Fashion Retailing	2	2	4	72	3
104-159	Textiles	3	0	3	54	3
104-125	Principles of Advertising 1	2	2	4	72	3
801-152	Communication Skills 2	3	0	3	54	3
104-175	Personal Development	2	0	2	18	1
809-151	Psychology of Human Relations	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Elective	3	0	3	54	3
	Total			23	396	18

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-160	Fashion Construction	2	2	4	72	3
104-168	Visual Merchandising	2	2	4	72	3
104-170	Credit Procedures	2	0	2	36	2
104-172	Fashion Coordination	2	2	4	72	3
809-110	Economics	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
---- ----	Elective	3	0	3	54	3
				21	378	17

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-160	Fashion Construction	2	2	4	72	3
104-170	Credit Procedures	2	0	2	36	2
104-172	Fashion Coordination	2	2	4	72	3
809-110	Economics	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				34	612	17

FOURTH SEMESTER

104-121	Retail Buying	2	2	4	72	3
104-173	Fashion Coordination	2	2	4	72	3
104-177	Fashion Promotion	3	0	3	54	3
104-195	Fashion Seminar	3	0	3	54	3
105-155	Business Internship 3	3	0	3	54	3
809-153	American Institutions	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
				21	378	18

104-121	Retail Buying	2	2	4	72	3
104-173	Fashion Coordination	2	2	4	72	3
104-177	Fashion Promotion	3	0	3	54	3
809-153	American Institutions	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				35	630	18

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

INDUSTRIAL MARKETING
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Week Hours	Credits
104-102	Principles of Marketing 1	2	2	4	72	3
104-104	Salesmanship	2	2	4	72	3
105-105	Math for Business Analysis	3	0	3	54	3
606-102	Technical Drafting 1	1	4	5	90	3
809-153	American Institutions	3	0	3	54	3
801-151	Communication Skills 1	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total			23	414	18

SECOND SEMESTER

104-125	Principles of Advertising 1	2	2	4	72	3
104-110	Industrial Sales	2	2	4	72	3
107-117	Introduction to Data Processing	3	0	3	54	3
809-110	Economics	3	0	3	54	3
801-152	Communication Skills 2	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Elective	2	0	2	36	2
	Total			20	360	17

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-123	Purchasing	3	0	3	54	3
104-170	Credit Procedures	2	0	2	36	2
606-160	Manufacturing Processes	3	2	5	90	4
105-160	Business Law 1	3	0	3	54	3
809-151	Psy. of Human Relations	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
---- ----	Elective	2	0	2	36	2
				19	342	17

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-123	Purchasing	3	0	3	54	3
104-170	Credit Procedures	2	0	2	36	2
105-160	Business Law 1	3	0	3	54	3
809-151	Psy. of Human Relations	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				32	578	17

FOURTH SEMESTER

104-152	Field Study Internship	2	2	4	72	3
104-156	Industrial Marketing	2	2	4	72	3
104-110	Introduction to Accounting	3	2	5	90	4
104-151	Marketing Management	3	0	3	54	3
104-155	Prin. of Supervision	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
---- ----	Elective	2	0	2	36	2
				22	396	18

104-156	Industrial Marketing	2	2	4	72	3
104-110	Introduction to Accounting	3	2	5	90	4
104-155	Prin. of Supervision	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	2	0	20	360	5
---- ----	Elective	2	0	2	36	2
				35	630	18

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

MARKETING
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Sem. Hours	Credits
104-104	Salesmanship	2	2	4	72	3
104-102	Prin. of Marketing 1	2	2	4	72	3
105-105	Math for Business Analysis	3	0	3	54	3
801-151	Communication Skills 1	3	0	3	54	3
809-153	American Institutions	3	0	3	54	3
	Elective	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total			21	378	18

SECOND SEMESTER

104-103	Prin. of Marketing 2	2	2	4	72	3
104-125	Prin. of Advertising 1	2	2	4	72	3
104-107	Retail Sales	2	2	4	72	3
104-137	Prin. of Retailing	2	2	4	72	3
801-152	Communication Skills 2	3	0	3	54	3
	Elective	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total			23	414	18

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-170	Credit Procedures	2	0	2	36	2
104-121	Retail Buying	2	2	4	72	3
107-117	Intro. to Data Processing	3	0	3	54	3
105-160	Business Law 1	3	0	3	54	3
809-151	Psy. of Human Relations	3	0	3	54	3
809-110	Economics	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
				19	342	17

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-170	Credit Procedures	2	0	2	36	2
104-121	Retail Buying	2	2	4	72	3
809-151	Psy. of Human Relations	3	0	3	54	3
809-110	Economics	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				33	594	17

FOURTH SEMESTER

104-152	Field Study	2	2	4	72	3
101-110	Intro. to Accounting	3	2	5	90	4
104-151	Marketing Management	3	0	3	54	3
104-153	Problems in Retailing	2	2	4	72	3
104-192	Prin. of Insurance	3	0	3	54	3
---- ----	Elective	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
				23	414	19

101-110	Intro. to Accounting	3	2	5	90	4
104-151	Marketing Management	3	0	3	54	3
104-153	Problems in Retailing	2	2	4	72	3
104-192	Prin. in Insurance	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				36	648	19

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

MARKETING - FOODS
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Sem. Hours	Credits
104-104	Salesmanship 1	2	2	4	72	3
104-132	Introduction to Supermarket Operations	2	2	4	72	3
104-134	Physical Distribution & Management	3	0	3	54	3
105-102	Business Math	3	0	3	54	3
801-151	Communication Skills 1	3	0	3	54	3
809-153	American Institutions	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total	17	4	21	378	18

SECOND SEMESTER

104-127	Supermarket Advertising 1	2	2	4	72	3
104-138	Supermarket Retailing Problems	3	0	3	54	3
104-120	Supermarket Merchandising	2	2	4	72	3
105-160	Business Law 1	3	0	3	54	3
801-152	Communication Skills 2	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
105-	Electives	2	0	2	36	2
	Total	16	4	20	360	17

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-154	Supervisory Development	3	0	3	54	3
104-124	Supermarket Purchasing	3	0	3	54	3
104-157	Supermarket Personnel	3	0	3	54	3
104-117	Visual Merchandising Supermarket	2	2	4	72	3
809-110	Economics	3	0	3	54	3
105-153	Business Internship 2	1	10	11	216	2
809-100	Orientation	1	0	1	18	0
				28	522	17

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
104-154	Supervisory Development	2	0	2	36	2
104-124	Supermarket Purchasing	2	0	2	36	2
104-157	Supermarket Personnel	2	0	2	36	2
104-117	Visual Merchandising Supermarket	1	2	3	54	2
809-110	Economics	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				33	594	17

FOURTH SEMESTER

104-149	Food Marketing Management	3	0	3	54	3
104-150	Management Control	3	0	3	54	3
101-111	Intro. to Accounting	3	2	5	90	4
809-151	Psy. of Human Relations	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
105-	Elective/Business Internship	1	10	11	216	1
				26	456	15

104-149	Food Marketing Management	3	0	3	54	3
104-150	Management Control	3	0	3	54	3
101-111	Intro. to Accounting	3	2	5	90	4
809-151	Psy. of Human Relations	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				35	630	19

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

INDUSTRIAL ENGINEERING TECHNICIAN
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Sem. Hours	Credits
606-160	Manufacturing Processes 1	3	2	5	90	4
606-102	Technical Drafting 1	1	4	5	90	3
804-151	Mathematics 1	5	0	5	90	5
801-151	Communication Skills 1	3	0	3	54	3
606-161	Manufacturing Concepts	2	2	4	72	3
809-100	Orientation	1	0	1	18	0
	Total			23	414	18

SECOND SEMESTER

606-162	Manufacturing Processes 2	2	2	4	72	3
444-102	Basic Numerical Control	2	4	6	108	4
606-170	Process Planning	3	0	3	54	3
804-152	Mathematics 2	4	0	4	72	4
606-151	Technical Science 1	2	2	4	72	3
809-100	Orientation	1	0	1	18	0
	Total			22	396	17

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
606-165	Methods & Operations Analysis	3	2	5	90	4
444-106	Adv. Numerical Control	2	4	6	108	4
606-152	Technical Science 2	2	2	4	72	3
809-153	American Institutions	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Elective	3	0	3	54	3
				22	396	17

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
606-165	Methods & Operations Analysis	3	2	5	90	4
444-106	Adv. Numerical Control	2	4	6	108	4
809-153	American Institutions	3	0	3	54	3
—— ——	Cooperative Practicum	1	0	1	18	1
—— ——	Cooperative Employment	0	0	20	360	5
				35	630	17

FOURTH SEMESTER

801-152	Communication Skills 2	3	0	3	54	3
606-172	Prod. Problems & Control	2	2	4	72	3
809-151	Psy. of Human Relations	3	0	3	54	3
809-110	Economics	3	0	3	54	3
804-130	Computer Applications	2	2	4	72	3
809-100	Orientation	1	0	1	18	0
	Elective	3	0	3	54	3
				21	378	18
	Grand Total				1584	70

801-152	Communication Skills 2	3	0	3	54	3
606-172	Prod. Problems & Control	2	2	4	72	3
809-110	Economics	3	0	3	54	3
804-130	Computer Applications	2	2	4	72	3
—— ——	Cooperative Practicum	1	0	1	18	1
—— ——	Cooperative Employment	0	0	20	360	5
				35	630	18

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

MECHANICAL DESIGN
TWO-YEAR ASSOCIATE DEGREE PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Lab Hours	Total Week Hours	Total Sem. Hours	Credits
606-101	Design Drafting 1	1	6	7	126	4
606-160	Manufacturing Processes 1	3	2	5	90	4
804-151	Mathematics 1	5	0	5	90	5
801-151	Communication Skills 1	3	0	3	54	3
809-153	American Institutions	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
	Total			24	432	19

SECOND SEMESTER

606-103	Design Drafting 2	1	6	7	126	4
606-162	Manufacturing Processes 2	2	2	4	72	3
606-110	Descriptive Geometry	1	2	3	54	2
806-151	Technical Science 1	2	2	4	72	3
804-152	Mathematics 2	4	0	4	72	4
809-100	Orientation	1	0	1	18	0
	Total			23	414	16

THIRD SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
606-105	Design Drafting 3	1	6	7	126	4
606-118	Basic Mechanisms	2	2	4	72	3
606-116	Machine Elements	3	0	3	54	3
606-130	Strength of Materials	3	0	3	54	3
806-152	Technical Science 2	2	2	4	72	3
809-151	Psy. of Human Relations	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
				25	450	19

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
606-105	Design Drafting 3	1	6	7	126	4
606-118	Basic Mechanisms	2	2	4	72	3
606-116	Machine Elements	3	0	3	54	3
606-130	Strength of Materials	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				38	684	19

FOURTH SEMESTER

606-125	Product Design Problems	1	8	9	162	5
612-100	Fluid Power & Pneumatics	1	2	3	54	2
804-130	Computer Applications	2	2	4	72	3
801-152	Communication Skills 2	3	0	3	54	3
809-110	Economics	3	0	3	54	3
809-100	Orientation	1	0	1	18	0
				23	414	16
	Grand Total				1710	70

606-125	Product Design Problems	1	1	2	36	1
804-130	Computer Applications	2	2	4	72	3
801-152	Communication Skills 2	3	0	3	54	3
809-110	Economics	3	0	3	54	3
---- ----	Cooperative Practicum	1	0	1	18	1
---- ----	Cooperative Employment	0	0	20	360	5
				33	594	16

MORAINE PARK TECHNICAL INSTITUTE
FOND DU LAC

MECHANICAL DRAFTING
ONE-YEAR DIPLOMA PROGRAM
CURRICULUM

FIRST SEMESTER

Course Number	Course Name	Class Hours	Shop/ Lab* Hours	Total Week Hours	Total Sem. Hours	Credits
421-338	Drafting 1	0	15	15	270	5
421-344	Drafting Related 1	5	0	5	90	5
420-391	Processes of Industry	3	2*	5	90	4
804-303	Shop Math 1	3	0	3	54	3
801-303	Communications	3	0	3	54	3
809-300	Orientation	1	0	1	18	0
	Total			32	576	20

SECOND SEMESTER

TRADITIONAL

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
421-345	Drafting 2	0	15	15	270	5
421-346	Drafting Related 2	5	0	5	90	5
804-304	Shop Math 2	3	0	3	54	3
809-327	Human Relations	3	0	3	54	3
*806-375	Applied Science/or					
*420-370	Production Tooling	3	0	3	54	3
809-300	Orientation	1	0	1	18	0
				30	540	19

COOPERATIVE

		Hours				
		Class	Lab	Wk.	Sem.	Cr.
421-345	Drafting 2	0	15	15	270	5
421-346	Drafting Related 2	5	0	5	90	5
804-304	Shop Math 2	3	0	3	54	3
——— ———	Cooperative Practicum	1	0	1	18	1
——— ———	Cooperative Employment	0	0	20	360	5
				44	792	19

*Electives (must select one)

Company	Location	Manager	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	Work Available	Restrictions
Beaver Bootery	BD	Ray Sherlock, Manager	yes	-	-	-	-		
Copps	FDL	Ronald Dodge, Manager	yes	Marketing Merchandising Supermkt. Man.	1-2 1-2	20 20	9 wks. 9 wks.	Fall & Spring Fall & Spring	
Detloff Supermarket	FDL	Robert Detloff, Owner	yes	Supermarket					Union
Edith's	FDL	Roland J. Deitte, President	yes	Merchandising	1-2	10-15	1-2 Yrs.	Year Around	
Hamilton's	Berlin	Roy Harmon, Manager	yes	Marketing Merchandising	1 1	25 25	Sem. Sem.	Fall-Summer Fall-Summer	
J. C. Penney	Hartford	Arthur F. Dorn, Manager	yes	Merchandising	1	20	10 wks.	Summer	
J. C. Penney	FDL	David Rohr, Manager	yes	Marketing Merchandising	1 1	20 20	1-2 Sem. 1-2 Sem.	Fall Fall	
Lauer's	FDL	Richard Krueger, Manager	yes	Supermarket	1 ?				
Prange	FDL	Al Storzer, Manager	yes	Cosmetology Food Services Marketing Merchandising	1 1 1 1	35 35 35 35	6-9 wks. 6-9 wks. 6-9 wks. 6-9 wks.	Fall & Spring Fall & Spring Fall & Spring Fall & Spring	
Red Owl	FDL	Robert Schuh, Manager	yes	Supermarket					Union
Schultz Brothers	Berlin	Jerry Hahn, Manager	yes	Marketing Merchandising	1 1	25 25	Sem. Sem.	Year Around Year Around	

Company	Location	Manager	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	Work Available	Restrictions
Sears	WB	Peter Becker, Manager	yes	Marketing Merchandising Automotive	1 1 1	20-30 20-30 20-30	Sem. Sem. Sem.	Year Around Year Around Year Around	
Sears	FDL	Scott Henry, Manager	yes	Merchandising Sec. Science Non-Selling	2-3 1 1	30-40 30-40 30-40	6-9 wks. 6-9 wks. 6-9 wks.	Fall Fall Fall	
Sentry Foods	FDL	Halley Crouch, Manager	yes	Supermarket					Union
Shopko	BD	William F. Flynn, Manager	yes	Marketing Merchandising	2 2	35 35	Year Year	Year Around Year Around	
Shopko	WB	Tom O'Donnel, Manager	yes	Marketing Merchandising	1 1	15-20 15-20	9 wks. 9 wks.	Spring Spring	
Tempo	FDL	Thomas E. Guell, Manager	yes	Marketing Merchandising	1 1	12 12	6-9 wks. 6-9 wks.	Fall & Spring Fall & Spring	

Company	Location	Contact	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	When Available	Contingency
ARPS Corporation	New Holstein	Les Schumacher, Plant Superintendent	Yes	Accounting	1	20-25	Semester	Year Around	*1
				Data Processing	1	20-25	Semester	Year Around	
				Secretarial Science	1	20-25	Semester	Year Around	
				Ind. Eng. Technician	1	20-25	Semester	Year Around	
				Mechanical Design	1	20-25	Semester	Year Around	
				Drafting	1	20-25	Semester	Year Around	
				Machine Tool Operation		20-25			
				Machine Tooling Tech.	1	20-25	Semester	Year Around	
				Metal Fabrication		20-25			
				Welding		20-25			
Broan Manufacturing Company, Inc.	Hartford	John E. Gross, Director of Personnel	Yes	Data Processing	1	20-25	Semester	Year Around	
				Ind. Eng. Technician	1	20-25	Semester	Year Around	
				Drafting	1	20-25	Semester	Year Around	
				Metal Fabrication	1	20-25	Semester	Year Around	

*1 Has union, but should receive cooperation from them.

Company	Location	Contact	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	When Available	Contingency
Chrysler Outboard Corporation	Hartford	David C. Froemming, Salary Employment Supervisor	Yes	Accounting Ind. Eng. Technician	1 1	20-25 20-25	Year Year	Year Around Year Around	*2
Gehl Company	West Bend	Mike Kinney, Assistant Personnel Manager	Yes	Data Processing Secretarial Science Drafting Machine Tool Operation Welding	1 1 1 1 2	20-25 20-25 20-25 20-25 20-25	Semester Semester Semester Semester Semester	Year Around Year Around Year Around Year Around Year Around	*3
Giddings & Lewis Company	Fond du Lac	Ronald A. Braun, Supervisor-Employment	Yes	Ind. Eng. Technician Drafting Secretarial Science	3 4 2	20 20 20	Semester Semester Semester	Year Around Year Around Year Around	*4

*2 Required to join union after 60 days.
Two shifts - 8:00 A.M. to Noon or 1:00 P.M. to 5:00 P.M.

*3 The union contract states that five employees may be employed in "Cooperative Education". This only applies to shop employment. Office and secretarial employees not unionized.

*4 Must join the union after 90 days. Prefer fourth semester students.

Company	Location	Contact	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	When Available	Contingency
John Deere Company	Horicon	Donald W. Harvey, Jr., Employee Relations Supervisor	No						*5
Malleable Iron Range Company (Monarch)	Beaver Dam	Al Grace, Personnel Manager	Yes	Data Processing	1	20-25	Semester	Year Around	*6
				Secretarial Science	1	20-25	Semester	Year Around	
				Ind. Eng. Technician	1	20-25	Semester	Year Around	
				Machine Tool Operation	1	20-25	Semester	Year Around	
				Metal Fabrication	1	20-25	Semester	Year Around	
Mayville Engineering Company	Mayville	David Pasbrig Personnel Manager	Yes	Drafting	1	20-25	Semester	Year Around	
				Machine Tool Operation	1	20-25	Semester	Year Around	

*5 Industrial Relations Department not favorable to Cooperative Education. The personnel department is favorable to Cooperative Education.

*6 Join union after 45 days.

Company	Location	Contact	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	Contingency	When Available
Perfex Corporation (Berlin Chapman)	Berlin	Tom Helguson, Personnel Manager	Yes	Drafting Ind. Eng. Technician Mechanical Design Machine Tool Operation Metal Fabrication Welding		3-4	20-25	Semester	Year Around
				Accounting Data Processing Secretarial Science Marketing		2-3	20-25	Semester	Year Around

Company	Location	Contact	Support	Work Station	No. of Students	Hours Per Week	Length of Employment	When Available	Contingency
Regal Ware, Inc.	Kewaskum	James G. Moran, Personnel Manager	Yes	Ind. Eng. Technician	1-2	20	Semester	Year Around	*7
				Drafting	1-2	20	Semester	Year Around	
				Secretarial Science	2-3	20	Semester	Year Around	
				Lab Technician	1	20	Semester	Year Around	
				Tool & Die Work	1	20	Semester	Year Around	
Speed Queen, A Division of McGraw-Edison Company	Ripon	Roger L. Noss, Personnel Manager	Yes	Mechanical Design	1	20	Semester	Year Around	
				Drafting	1	20	Semester	Year Around	
				Office Machine Repair	1	20	Semester	Year Around	
West Bend Company	West Bend	Marlin J. Kastenschmidt	Yes	Ind. Eng. Technician	1-2	20	Semester	Year Around	*8
				Drafting	1-2	20	Semester	Year Around	
				Secretarial Science	2-3	20	Semester	Year Around	

*7 Must be over 18 years of age.
Must have a contract between employee and employer.
Has union, but should receive cooperation.
Allow for union representative to explain union procedures and practices.

*8 Must join union after 60 days.
Are presently working with West Bend high school students.

WORK LOAD REDUCTION

In order to implement Cooperative Education in the four associate degree Marketing programs (Marketing-Fashion Merchandising; Industrial Marketing; Marketing, Marketing-Foods) eight required courses totaling twenty-four credits and ten elective credits are affected. The total work load points affected theoretically involve a reduction of one hundred ninety-four and fifty one-hundredths (194.50) points, but a practical estimation indicates a reduction of only one hundred four (104) points as Business Law I (105-160), Introduction to Data Processing (107-117), Manufacturing Processes (606-160) and the electives are required in other programs.

Employment of an instructor to teach Cooperative Practicum, supervise Cooperative Employment, and provide three periods of lecture classroom instruction would require a work load of one hundred two (102) points as follows:

xxx-xxx	Cooperative Practicum - Lecture (1 period per week)	5.50
xxx-xxx	Cooperative Employment - Lab Supervision (20 periods per week)	80.00
104-xxx	Classroom Instruction - Lecture (3 periods per week)	16.50
		102.00

WORK LOAD REDUCTION

Course Number	Title	No. of Students	Instructor		Lecture	Lab	Clinical Shop	Credits	Total Points	Course Eliminated
104-151	Marketing Management	25	Swenson	Industrial Marketing	3	0	0	3	16.5	Yes
104-152	Field Study Internship	18-20	Henkel	Industrial Marketing-Marketing	2	2	0	3	19.0	Yes
104-168	Visual Merchandising		Kojis	Fashion Merchandising	2	2	0	3	19.0	Yes
104-195	Fashion Seminar		Kojis	Fashion Merchandising	3	0	0	3	16.5	Yes
105-155	Business Internship	20-25	Wyant	Fashion Merchandising	3	0	0	3	16.5	Yes
105-160	Business Law I	20-25	Swenson	Marketing	3	0	0	3	16.5	No
107-117	Introduction to Data Processing	20-25	Herzig	Marketing	3	0	0	3	16.5	One Section Only
606-160	Manufacturing Processes	7-8	Drazkowski	Industrial Marketing	2	2	0	3	19.0	No
xxx-xxx	Elective			Fashion Merchandising	3	0	0	3	16.5	No
				Industrial Marketing	4	0	0	4	22.0	No
				Marketing	3	0	0	3	16.5	No
									194.5	

WORK LOAD INCREASE

xxx-xxx	Cooperative Practicum				1	0	0	1	5.50	
xxx-xxx	Cooperative Employment				0	20	0	5	80.00	
104-xxx	Classroom Instruction				3	0	0	3	16.50	
									102.00	

NOTE: Normal Load = 1-25 students = 0.0 points
Extra Load = 26-30 students = 4.0 points
Extra Load = 31-35 students = 8.0 points
Four preparations = 5.72 points
Minimum Number of Students = 10

In order to implement Cooperative Education in the Trade and Industry Associate Degree programs of Industrial Engineering Technician and Mechanical Design; and the one-year diploma program of Mechanical Drafting, six required courses totaling twenty-five credits and six elective credits are affected. The total work load points affected theoretically involve a reduction of one hundred eighty-eight (188) points, but a practical estimation indicates a reduction of only one hundred nineteen and fifty one hundredths (119.50) points as Technical Science 2 (806-152), Psychology of Human Relations (809-151) and the electives are required in other programs.

Employment of an instructor to teach Cooperative Practicum, supervise Cooperative Employment, and provide three periods of lecture classroom instruction would require a work load of one hundred two (102) points as follows:

xxx-xxx	Cooperative Practicum - Lecture (1 period per week)	5.50
xxx-xxx	Cooperative Employment - Lab Supervision (20 periods per week)	80.00
600-xxx	Classroom Instruction - Lecture (3 periods per week)	16.50
		102.00

WORK LOAD REDUCTION

Course Number	Title	No. of Students	Instructor	Program	Lecture	Lab	Clinical Shop	Credits	Total Points	Course Eliminated
806-152	Technical Science 2	14-16	Haworth	Industrial Eng. Technician (1)--3 norm.	2	2	0	3	19.00	No
806-152	Technical Science 2	14-16		Mechanical Design (1)	2	2	0	3	19.00	No
809-151	Psychology of Human Relations	14-16	Koepke	Industrial Eng. Technician (1)--5 norm.	3	0	0	3	16.50	No
809-151	Psychology of Human Relations	14-16		Mechanical Design (1)	3	0	0	3	16.50	No
809-327	Human Relations	14-16	Koepke	Mech. Draft. (1)--7 norm.	3	0	0	3	16.50	No
420-370	Production Tooling			Mech. Draft. 1	3	0	0	3	16.50	No
606-125	Production Design Prbls.		Drumwright	Mechanical Design (1)	1	8	0	5	37.50	Rd. by 4
612-100	Fluid Power & Pneumatics		Wothe	Mechanical Design (1)	1	2	0	2	13.50	Yes
xxx-xxx	Elective			Industrial Eng. Technician	3	0	0	3	16.50	No
xxx-xxx	Elective			Industrial Eng. Technician	3	0	0	3	16.50	No
									188.00	

WORK LOAD INCREASE

xxx-xxx	Cooperative Practicum	1	0	0	1	5.50	
xxx-xxx	Cooperative Employment	0	20	0	5	80.00	
xxx-xxx	Classroom Instruction	3	0	0	3	16.50	
						102.00	

NOTE: Normal Load = 1-25 students = 0.0 points
Extra Load = 26-30 students = 4.0 points
Extra Load = 31-35 students = 8.0 points
Four preparations = 5.72 points
Minimum Number of Students = 10

THE COORDINATING-TEACHERS' INVOLVEMENT

- Program Planning
- Recruitment and Selection of Cooperative Students
- Relationship with Parents
- Selection of Appropriate Work Stations
- Placement of Students in Work Stations
- Coordinating Classroom Instruction with On-the-Job Training
- Preparing Individual Instructional Materials
- Orientation of the New Cooperative Student
- Planning Individually Designed Projects
- Preparation of Time Schedules
- Preparation and Processing Training Agreements
- Checking Students Progress On-the-Job
- Securing Periodic Reports from Employers
- Working with Guidance Department
- Classroom Management
- Utilization of Display Facilities
- Work with Advisory Committees
- Public Relations
    a. student/employer
    b. student/supervisor
    c. student/school
    d. employer/supervisor
- Dress and Grooming
- Job Duties
- Report Forms - Employer/School
- Counseling and Informing
- Student Selection for Job
    a. Compatibility with job

RECOMMENDATIONS

1. Employ one person to coordinate all Cooperative Education efforts of the Moraine Park Technical Institute. The principle responsibility being to represent the district regarding arrangements and contracts between the employer, student and the Moraine Park Technical Institute. This person to be identified as the coordinator and spokesman for Cooperative Education practices and policies of the Moraine Park Technical Institute and provide for expansion, supervision and implementation of Cooperative Education.
2. Personnel assigned Cooperative Education student supervision also instruct the class in "cooperative employment" for their students in order to maintain close liaison with problems and experiences that the student encounters during work experience.
3. The supervisor of the Cooperative Education department report to the administrator of instructional services.
4. District commitment for initiation of Cooperative Education practices be made as soon as possible and the proposal sent to the Wisconsin Board of Vocational, Technical and Adult Education for their approval so that prospective employers may be contacted and arrangements completed prior to initiating the program in the fall of 1974.
5. Six-weeks lead time during the months of July and August, 1974, be assigned to the supervisor of Cooperative Education students.
6. A staff car be assigned to the supervisor of Cooperative Education depending upon visitation and supervision responsibilities.
7. A pilot group of twenty students be selected for fall implementation.
8. The pilot group of twenty students to be representative of OFFICE AND MARKETING AND TRADE AND INDUSTRY programs including students from both divisions.

9. The Moraine Park Technical Institute solicit work station placement to avoid problems initiated by students wishing to obtain credit for part-time work.

10. The student's major advisor and the department chairman have final authority in determining who is suitable for Cooperative Education.

11. A committee consisting of the coordinator of Cooperative Education, curriculum specialist, administrator of full-time programs, chairman of the Cooperative Education advisory committee, and the chairman of the department responsible for the supervision of the program serve as a steering committee to establish curriculum changes, policies and practices administered. The committee to be chaired by the coordinator of Cooperative Education.

APPENDIX A

Letters of Support From

Industry and Business

ARPS CORPORATION

A CHROMALLOY AMERICAN SUBSIDIARY
AREA CODE 414 PHONE 898-4291
NEW HOLSTEIN, WISCONSIN
53061

March 12, 1974

Moraine Park Technical Institute
235 North National Avenue
Fond Du Lac, Wi 54935

Attention: Mr. Dick Stauber-Research Analyst

Dear Mr. Stauber:

The Arps Corporation feels that the suggested "Cooperative Education" program would certainly be a worth-while project.

Although details of employment conditions would have to be worked out, and union and employee cooperation would have to be assured, we feel it could be accomplished.

We feel that it would create an incentive to get further ahead in a specified carrer, besides helping to provide the ability to improve oneself and cooperate with others.

Yours very truly,

ARPS CORPORATION

Les Schumacher

Les. Schumacher:jj

Plant Sup't.

TRENCHERS • HALF-TRACKS • DOZERS • UTILITY BLADES • LANDSCAPING RAKES • SNOW BLOWERS
LOADERS • POST HOLE DIGGERS • STUMP CUTTERS

BROAN
the fresh air people
home ventilating fans
range and barbecue hoods
electric heaters
door chimes

BROAN MANUFACTURING CO., INC. HARTFORD, WISCONSIN 53027
TELEPHONE • 414 • 673-4340

March 4, 1974

Mr. Richard Stauber
c/o MORAINE PARK TECHNICAL INSTITUTE
235 N. National Ave.
Fond du Lac, WI 54935

Dear Mr. Stauber:

Broan Mfg. Co., Inc. supports your efforts to establish a Co-operative Education program for your Associate Degree students and the surrounding communities.

The combination of classroom education and actual on-the-job training should prove to be an asset to the total development of the student as well as be beneficial to prospective employers.

Should (hopefully) such a program become a reality, we would definitely be interested in being considered as an on-site employer.

Cordially,

BROAN MFG. CO., INC.

John E. Gross/jk
Director of Personnel

CHRYSLER
OUTBOARD CORP.

March 1, 1974

Mr. Dick Stauber
MPTI District Office
235 N. National Avenue
Fond du Lac, WI 54935

Dear Mr. Stauber:

I am writing this letter in support of the cooperative education program currently being discussed at the Moraine Park Technical Institute.

This type of program has been proven to be of real value in the training of students. It enables the student to reinforce classroom ideas and concepts with actual work experience. This approach makes students significantly more valuable to industry.

Very truly yours,

D. C. Froemming
Salary Employment Supervisor

DCF/neb

HARTFORD, WISCONSIN 53027 CABLE ADDRESS: CHRYBORD

Edith's
OF FOND DU LAC, WISCONSIN 54935
AT 9 - 11 SOUTH MAIN
PHONE 921-2420

December 1, 1973

Mr. Richard Stauber
MPTI
235 North National Ave.
Fond du Lac, Wis. 54935

Dear Mr. Stauber:

We would like to encourage your efforts of student employment/education in related fields. We believe that a workable program would be of mutual benefit to both MPTI students and employers.

Personally I would like to take this opportunity to commend the Marketing Staff of the institute on its administration of the current year academic program.

Sincerely,

Rolland J. Deitte

Rolland J. Deitte - President
Edith's of Fond du Lac, Inc.

RJD/ap

GEHLCO TELEX NO. 26701

GEHL
COMPANY

WEST BEND, WISCONSIN 53095 • TELEPHONE 414-334-9461

March 12, 1974
Our 115th Year

Mr. Dick Stauber
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Stauber:

The Gehl Company would be very interested in the development of a Co-operative Education Program by the Moraine Park Technical Institute. At present, we have co-operative education students employed in our office areas as well as our Welding Department.

If we can be of any assistance, please feel free to contact me.

Sincerely,

Mike Kinney
Assist. Personnel Manager

jh

SINCE 1859, AMERICA'S LEADING LINE OF FORAGE HARVESTING AND FEEDMAKING EQUIPMENT

GIDDINGS & LEWIS MACHINE TOOL COMPANY
P.O. BOX 590, 142 DOTY STREET, FOND DU LAC, WISCONSIN, U.S.A. 54935
TELEPHONE (414) 921-9400, TWX 910 275-1094, TLX 26 2722, CABLE GIDLEWIS
A DIVISION OF GIDDINGS & LEWIS, INC.

February 12, 1974

Mr. Dick Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Stauber:

This letter is in regard to your inquiry of February 1, 1974 regarding our conversation of a cooperative education program between the Moraine Park Technical Institute and Giddings & Lewis Machine Tool Company.

I would like to emphasize the fact that we at Giddings & Lewis feel very strongly about the possibility of including a cooperative education program here through the Moraine Park Technical Institute with graduates in the areas of the mechanical design associate degree program and the industrial engineering technical program. It is our sincere belief that the practical experience that these students can obtain coupled with the technical subjects from the technical institute can be most beneficial to the student and better enhance his chance of future employment. It is our sincere hope that you will pursue this line with your usual zeal and enthusiasm.

Yours very truly,

R. A. Braun
Supervisor - Employment:mv

JOHN DEERE HORICON WORKS

220 EAST LAKE, HORICON, WISCONSIN 53032

February 25, 1974

Mr. Richard Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond Du Lac, Wisconsin 54935

Dear Mr. Stauber:

Regarding your letter of 1 February 1974, asking for support of a cooperative education program, I have received a negative response from our Industrial Relations Department. It has been explained to me that a program of this type would create too many problems with our bargaining units contractual agreements.

At this time, we are unable to support a program of this nature.

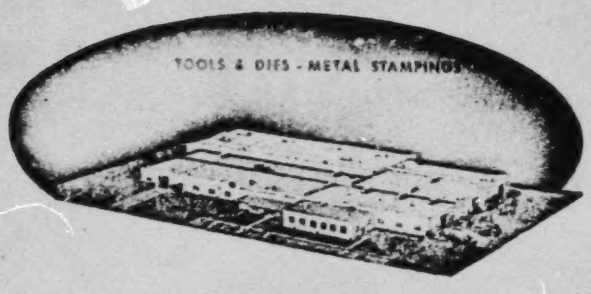
Sincerely,

JOHN DEERE HORICON WORKS

Donald W. Harvey jr.

Donald W. Harvey, Jr.
Employee Relations Supervisor

DWH:es



MAYVILLE ENGINEERING COMPANY, Inc.
P.O. BOX 267 DIAL 387-4500 MAYVILLE, WISCONSIN 53050

mec SHELL RELOADING TOOLS

March 20, 1974

Mr. Dick Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, WI 54935

Dear Dick:

At this time we would look very favorably towards a "Cooperative Education Program". We currently have such a program, on a shop basis, through our local high school and it has worked very well. We have also employed people from the vocational level for part time employment, with hopes that they will continue with us upon graduation.

Our schedule of working with these people has been on a part time (5 hours) basis, five days a week throughout the school year, and then full time during the summer.

If such a program is initiated at your school please contact our firm for the possibility of slotting individuals with us.

Yours truly,

MAYVILLE ENGINEERING CO., INC.

David Pasbrig
Personnel Manager

H. C. Prange Co.

FINE THINGS FOR HOME AND FAMILY SINCE 1887

755 W. JOHNSON STREET, FOND DU LAC, WISCONSIN 54935
Telephone 1-414-921-1111

December 13, 1973
"Our 86th Year"

Mr. Dick Stauber
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Stauber:

Since talking with you here at the store Mr. Storzer, who you originally talked with and myself, have had some discussion on the matter of a cooperative education program.

We feel that the technical school student can be an important part of the retailing business. We also feel that he or she should have an opportunity to test their interest in the actual work situation. In a cooperative educational program he would have the opportunity to test himself, not only his interest, but even some of his retailing ideas. Cooperative education can work to the advantage of both the student and the employer, therefore we are in support of the idea and recommend taking steps to develop a flexible program.

If you should seek further suggestions or have questions which we would be qualified to answer, please do not hesitate to call on us.

Sincerely,

Kendall Karn
Personnel Manager

KK:gs

J. C. PENNEY COMPANY, INC.

Hartford, Wisconsin 53027
December 27, 1973

Dick Stauber, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Stauber:

Your proposed program regarding cooperative education sounds interesting, useful and feasible. Any further education by an individual in the retail marketing field would be enhanced by actual job experience and I would imagine a better employee would result.

Although we recognize the value of such a cooperative program, I could not at this time make any definite commitment as to the possible hiring of any individual student as our needs and programs are constantly changing.

Sincerely,

A F Dorn

A. F. Dorn, Manager

REGAL WARE, INC.
1675 REIGLE DRIVE • KEWASKUM, WISCONSIN 53040

the crowning touch in cookware

AREA CODE 414 PHONE 626-2121
TWX/910-260-1410

Mr. Richard Stauber
Research Analyst
Moraine Park Technical Institute
235 N. National Avenue
Fond du Lac, Wisconsin 54935

February 15, 1974

Dear Dick:

We support the idea of cooperative education as a most valuable teaching and learning vehicle.

Actual job exposure is a valuable element of any individual's occupational learning process.

There are many conditions and agreements that must be considered before an industrial organization can become involved in this type of program. Most of all, the economy must be on an upswing to facilitate these programs.

Given the right program, at the right time, we would be happy to participate to the extent possible for our type of organization.

If I can be of any further assistance, please call on me.

Sincerely,

REGAL WARE, INC.

James G. Moran

James G. Moran
Personnel Manager

JGM/an

Sears SEARS, ROEBUCK AND CO.
26 S. Main Street
Fond du Lac, Wi. 54935

Mr. Richard Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Dick:

With reference to the feasibility of cooperative educatin, my personal opinion is that it would be a good idea. If a student is sincere about learning marketing, then what better place is there than to be exposed to retailing in a store.

The program should probably start out on a limited basis until all the variables are accounted for.

Very Truly Yours,

Scott Henry
Manager

LEH:dh

P1611265

ShopKo
STORES INC.

January 2, 1974

Mr. Dick Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, WI 54935

Dear Mr. Stauber:

I am in complete support of cooperative education in the Marketing and Merchandising field. Shopko in Beaver Dam, and possibly Shopko in West Bend, would find, meaningful employment for on-the-job training for at least two students.

Due to the costs of training, and above all, benefit to the student-employee, a long-term position would be the most advantageous. We feel training amounts to $200 per employee. Also, employment benefits accrueing would be knowledge of our operations, insight to our inventory controls, and even financial computations if the employee shows interest. This is above and beyond our merit review system, which is set up six months and annually thereafter from date of employment. This results in pay raises if the employee merits such consideration. Again, long-term part-time employment would be best for our system. But, I feel any duration of employment would be acceptable to get the program off the ground, and Shopko involved.

Sincerely yours,

William F. Flynn

William F. Flynn
Manager, Shopko
Beaver Dam

ds

GENERAL OFFICES
419 S. MILITARY AVE.- GREEN BAY, WISCONSIN 54303

MAILING ADDRESS
P.O. BOX 3650 - GREEN BAY, WISCONSIN 54303

PHONE
(414) 494-8751

SPEED QUEEN
a McGraw-Edison Company Division
Ripon, Wisconsin 54971

February 9,1974

Mr. Dick Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Stauber:

Pertaining to your February 1 letter concerning the feasibility of cooperative education -- while the concept is interesting, the practicality value to company participation is questionable and is similar to a donation.

If this program is established we might be interested in a student or two at most.

Sincerely,

Roger L. Noss
Personnel Manager

PLN:mn

Quality Laundry Equipment
Phone (414) 748-3121 • TWX 910 269-1081 • TELEX 262-738

TEMPO-BUCKEYE STORES

STORE NO.: 8026

LOCATION: Fond du Lac

December 3, 1973

Mr Dick Stauber, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Sir:

The cooperative education program is a healthy way to build a students enthusiasm for marketing and merchandising. On the job training of students benefits not only the students knowledge, and monetary position; but builds prospective new personnel for the future of the company in the retail industry.

This is a much faster way to fill the many management positions that are available in this industry; instead of an on the job training without the education which is a much slower process.

Details will have to be worked out with company standards before employment.

Sincerely,

Thomas E. Guell

Thomas E Guell
General Manager

TM
DIVISION OF GAMBLE-SKOGMO, INC.

WEST BEND.

THE WEST BEND COMPANY • WEST BEND, WISCONSIN 53095 • TELEPHONE AREA CODE 414-334-2311
TELEX NO. 2-6885

COOKING UTENSILS
COFFEE MAKERS
APPLIANCES
PORTABLE HUMIDIFIERS

February 28, 1974

Mr. Richard Stauber
Research Analyst
Moraine Park Technical Institute
235 N. National Avenue
Fond du Lac, WI 54935

Dear Mr. Stauber:

The West Bend Company is willing to support cooperative education. As I have already mentioned, it is hard to work this out in our factory due to our contract with the union. The only way it can be done is to work full time during regular scheduled hours.

In the office we have already been working with the local schools on a co-op program.

If I can be of any help in the future, feel free to contact me.

Very truly yours,

M. J. Kastenschmidt
Employee Services Supervisor

MJK:me

WEST BEND . . . where craftsmen still care*

APPENDIX B

Letters of Support From

Labor

INTERNATIONAL UNION

Allied Industrial Workers

OF AMERICA

AFFILIATED WITH THE A. F. L.-C. I. O

REGION No. 9

ROBERT F. SCHAEFER, DIRECTOR

3815 N. TEUTONIA AVENUE
MILWAUKEE, WIS. 53206
445-3835

May 8, 1974

Mr. Dick Stauber
Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, WI 54935

Dear Mr. Stauber:

I received your letter in which you asked for my support for the cooperative education program which you have to start at Moraine Park Technical Institute.

The program as outlined in your letter has a lot of merit. At the classes in the morning, the students could bring up questions that they may have about the work they are doing on the "on the job training." If there would be questions that the teacher could not answer, they could be held until a time when volunteers from business, industry, government or labor could be scheduled to talk to the group. I am sure there are many responsible people who would be willing to do so.

Learning a particular skill or trade is only half of vocational education programs; I believe that the other half is human relations. I firmly believe that people and profits can work hand in hand.

I am pleased to add my support to this program. Every good program that we have today has had its problems and I am sure this one will have some too, but we won't know until we try it.

Sincerely yours,

JOSEPH A. GRUBER
Region 9 Representative

JAG/es

DODGE
FOND DU LAC

GREEN LAKE
MARQUETTE

SHEBOYGAN

WINNEBAGO
WAUSHARA

GEN. BLDG. & CONSTRUCTION LABORERS' LOCAL No. 1086

50 EAST BANK STREET
FOND DU LAC, WISCONSIN 54935
PHONE 921-6486

April 15, 1974

Dick Stauber
235 N. National Avenue
FDL, Wi 54935

Dear Sir:

This letter is in regard to a conversation we had on Thursday, April 11th.

After discussions with various agents in our building, it has been determined that the unions have no objections to the cooperative educational program that you outlined to me.

If we can be of further service contact us.

Sincerely,

Harold F. LaShay

Harold F. LaShay, Bus. Mgr.

Hls:ij

Note: Mr. LaShay represents 35 associations

APPENDIX C

Faculty Questionnaire

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

DIVISION OF TRADE AND INDUSTRY

From: Dick Stauber
Research Analyst

Subject: Cooperative Education

Dear Instructor:

The Moraine Park Technical Institute is investigating the feasibility of expanding curricular offerings to include "Cooperative Education" practices sometime in the future.

Programs being considered at this time include:

Industrial Marketing
Marketing
Marketing - Fashion Merchandising
Marketing - Foods
Industrial Engineering Technician
Mechanical Design
Machine Tool Operation
Machine Tooling Technics
Mechanical Drafting

It is anticipated that "Cooperative Education" would be an elective means for students to complete graduation requirements. The traditional curriculum would be offered also. This means that the student selecting this option would be employed on a part-time basis and also receive credit toward graduation for the experience. It is expected the student may earn up to 12 credits (six each semester). Course requirements will be reduced appropriately to compensate for credit earned.

Employment will be arranged by mutual agreement with the Moraine Park Technical Institute, the student, and the employer for work in the afternoon and/or evening. Regular classes will be scheduled during the mornings.

After discussing preliminary investigation results with your association president, Mr. Dan Buretta, it was suggested that you be contacted for your input into the feasibility study.

There are changes that may result from participation in "Cooperative Education" practices such as:

1. Scheduling of classes
2. Teacher work loads
3. Supervision of cooperative education students
4. Cooperation and coordination with supervisors in industry and business
5. Cooperation with workers' unions
6. Classroom participation by students
7. Curriculum revision

See page 2, please.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

We feel that the advantages for both the instructor and the student will offset problems associated with moving into another instructional strategy. Both the student and supervisor-instructor will obtain positive relationships from direct participation with industry and business, and the student will be able to obtain additional skills that are difficult for the Moraine Park Technical Institute to duplicate in classrooms and laboratories.

Would you please comment on this suggested curriculum change including advantages and disadvantages that may affect you.

Comments: _____

_____

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_____ _____

Signature of Instructor Program

Please return by April 19, 1974 to: Dick Stauber
District Office

APPENDIX D

Student Questionnaires and

Comments

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

DIVISION OF TRADE AND INDUSTRY

Programs: Industrial Engineering Technician
Mechanical Design
Machine Tool Operation
Machine Tooling Technics
Mechanical Drafting

From: Dick Stauber
Research Analyst

Subject: Cooperative Education

Dear Student:

The Moraine Park Technical Institute is investigating the feasibility of offering "Cooperative Education" credit sometime in the future.

This means that the student selecting this option would be employed by an industry on a part time basis and also receive credit toward graduation for the experience. It is expected the student may earn up to twelve credits (six each semester). Course requirement will be reduced appropriately to compensate for credit earned through cooperative education experience.

Employment will be arranged by mutual agreement with the Moraine Park Technical Institute, the student and the employer, and will be arranged for afternoon and/or evening work. Regular classes will be scheduled during the mornings.

In order for the Moraine Park Technical Institute to continue research on this curriculum change we will need student support as well as support from employers. We are asking you to answer the following question regarding your participation.

Would you select cooperative education as a means of earning credit toward graduation?

☐ Yes ☐ No

Comments:

Sounds like a good program; when does it get started?

Excellent idea--would certainly help the student in learning the responsibilities of a possible future job. Would benefit employers greatly!

It would benefit the student as far as practical application of his courses.

On-the-job training would be very beneficial to any student. The student would gain knowledge not only from his books and instructors but from people that he would be working with. If this option were offered now, I would take it.

I think this program should be started as soon as possible.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Working as a draftsman in a local industry, I have found an added learning experience in my education while I am studying at MPTI. It would be the best thing for a student and I highly recommend it.

I would like to enter a program of this kind if it could be arranged.

I think it would benefit the student, getting some experience before graduation. The student would have a better idea of what might be expected of him in the field of study he has undertaken.

I feel it would be a good experience. Put the student in the practicality aspect of his or her career.

A student would be able to keep in touch with changes in industry and changes in education.

I think that practical experience can many times be more valuable than classroom lecture. Conditions in a classroom are usually ideal; the practical training is realistic. There is a big difference.

Sounds good--can then get some feeling about what the job actually is like.

The student would be able to relate more of what he is learning in his other courses. You're also getting job experience.

I think method of education would be worth a lot more in terms of on-the-job experience.

I think this type of program would be very beneficial, if the job is relative to the class program being studied.

Sounds good, but when would a person work on the job, day or night? How many hours per week, would they receive benefits, as a full-time employee?

If a student doesn't even get all the needed credits with this, will they be able to keep the job and work more for the credits afterwards?

I think you could get as much training on the job as you could get in school.

You would be on the job and learning in your trade quicker than in a classroom. I think this Cooperative Education is okay as long as it doesn't interfere with other studies.

I think it is a good idea but I think that it would be better if it was the student's choice to choose this program. I think it might help get on-the-job experience. How much pay?

I am in favor because while you are working you are also receiving basic techniques of drafting and also finding out more of what the company is about.

If this would happen the company you would be involved with has to be close to your residence, or it wouldn't go over with me.

Because you could get on-the-job training as well as getting training from school, I am in favor of it.

It would give the student confidence in himself and assure him that he had picked the right field for future employment.

This type of educational program would allow the student to see how his job is going to be and give him some experience.

Students should have a choice where they would work. This experience should be helpful in finding a job after graduation.

I am in favor of this as on-the-job experience is the best teacher. Also, the supervisor should make sure the student is doing some kind of work related to the program.

On-the-job training is necessary for a complete educational process. The student should have some say as to which company he will be working for.

I would select it because for the person who wants to go out and get experience on the job as well as pick up the related information, it would be an excellent program.

I believe it would work out great; it would give the valuable experience of working in an atmosphere that we will be involved in sooner or later in our related studies.

This would give the student a chance to relate what he has learned in the textbooks to the industry. It is harder to do this after they are out of school.

I would choose it only if the experiences on the job would be comparable to those in the school shop.

You would be shown more on the job and be able to relate it in the classroom from what you already know.

I would select it if you would be able to work at least 5 hours. You should also be able to work on all types of machines such as we do now.

I think this would be a very good way of gaining experience on the job and relating what you learn in school to your job and vice-versa.

If you don't need the money right away it is good, because in the long run you will be gaining work experience and maybe even get out of school faster to start your apprenticeship.

It would help to get experience and make some money, too.

I think it would bring in an outside shop experience to the school and would show a variety of skills that would be needed. It would also show the student what it is like in the other shops.

Much would depend on credits allowed for hours worked and type of work. Production line is a long ways from tool and die.

It gives a student a chance to get started with a company.

Good idea.

I think this is a very good idea; there are things you can pick up in a shop that you won't get in school.

Would be very good if it's structured and fits in with my MDTA.

I think that the Cooperative Education program is very helpful in the learning of the ways to run the machinery and how to use the tools and do setups. I myself have gone through this program in high school and it has helped me 100% on everything done in the shop.

I need experience in the operation of all types of machines used in the machine tool field.

Not bad.

Sounds good as long as everything can be worked out with the Veterans Administration, the employer, and any other funding program which could affect the student or cause a hardship on the student if not organized fully.

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

DEPARTMENT OF OFFICE AND MARKETING

Marketing Programs

From: Dick Stauber
Research Analyst

Subject: Cooperative Education

Dear Student:

The Moraine Park Technical Institute is investigating the feasibility of offering "Cooperative Education" credit sometime in the future. .

This means that the student selecting this option would be employed by a business on a part time basis and also receive credit toward graduation for the experience. It is expected that the student may earn twelve credits (six each semester) during their third and fourth semesters. Present course offerings will be reduced appropriately to compensate for the twelve credits earned through cooperative education experience.

Employment will be arranged by mutual agreement with the Moraine Park Technical Institute and the employer and will be arranged for afternoon and/or evening work. Regular classes will be scheduled during the mornings.

In order for the Moraine Park Technical Institute to continue research on this curriculum change we will need student support as well as support from employers. We are asking you to answer the following question regarding your participation.

Would you select cooperative education as a means of earning credit toward graduation?

☐ Yes ☐ No

Comments:

I think it would really be a good idea and beneficial. Most students have part-time jobs and have trouble because of schedules and class loads. This would help greatly.

I think it is great.

I think this is a great idea because it will make part-time work that much more important and the student will get more out of work and his studies if he can relate the two together.

I am very interested in this type of program. I feel a student can learn a lot with on-the-job training.

Provides a good learning experience--great idea!

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

I think it would be a good opportunity for students to find jobs. Then, after graduation, they would not have to look for a job.

I am interested in participating in this program next fall.

I'm very interested and would like to be included in the program. It sounds like an excellent program.

It would be a good experience--teach you materials you can't learn from a book.

Yes, it would be a good idea considering that you have a job that you like and the hours don't interfere with getting school work done.

I think it could be very, very helpful to the student.

I would need transportation. It worked out real well in high school.

I would like to try this but I couldn't work in the evenings.

I wish this was feasible for this current semester. I would benefit by earning money for school and there are more job openings for me during the afternoon. Job experience counts, also.

I would like to be in this program.

It's a good program because the student has an opportunity to find out if he will really be interested in doing this type of work.

It would be good experience and give one a better understanding of what the work will be like. Also, the extra money would help.

I feel that it would be beneficial to those for whom it would apply. This should be instituted in all phases of education.

I am presently enrolled in business internship, which I believe is the same thing, except it's only 3 credits.

I am for it only if I don't get a full-time job. As far as the other marketing students are concerned, it would work out okay!

I am now working part-time at Kindt Lumber as a salesman.

I've been working at Dana & Worm for 6 years now and am now doing the work of an assistant manager. I would really like this.

I think it would be very worthwhile. I think a person could learn more doing the same type of work that you are studying for.

I would like to have a part-time job during school for credit.

I think this is a good idea for students to have experience in their future line of work.

I would select this program only if the teacher places everyone and not just a few. It was not effective at my high school. I do have some doubts about being in this type of program.

APPENDIX E

Correspondence

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

November 29, 1973

Mr. Al Storzer, Manager
H. C. Prange Company
755 West Johnson Street
Fond du Lac, Wisconsin 54935

Dear Mr. Storzer:

Since obtaining your favorable opinion about the feasibility of Cooperative Education, I have obtained additional opinions from businessmen in Fond du Lac, Green Lake, Dodge and Washington Counties.

So far, I have contacted fifteen employers in the Marketing and Merchandising business and have received favorable support for the idea from all of them, but there appears to be a wide spectrum of employment conditions for students. Some possibilities suggested are: short-term part-time; six to nine weeks full-time; summer work only; starting hours ranging from 8:00 a.m. to 4:00 p.m.; and long-term part-time employment.

In order to add support for our request to include Cooperative Education in our Marketing and Merchandising curriculum, we need to include letters from employers that support the idea. We would appreciate a letter from you, indicating support for the idea. It is understood that you cannot commit yourself with respect to employing students at this time and that if the Moraine Park Technical Institute does begin a Cooperative Education Program next fall, employment conditions will have to be worked out and agreed upon prior to your commitment.

Sincerely,

Dick Stauber

Dick Stauber
Research Analyst

DS:jrp

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

March 1, 1974

Mr. Donald W. Harvey, Jr.
Employee Relations Supervisor
John Deere Horicon Works
220 East Lake
Horicon, WI 53032

Dear Mr. Harvey:

Thanks for your quick response with respect to our discussion.

I am sorry to learn that you had received a negative response from your Industrial Relations Department, but I do appreciate your effort on our behalf. Perhaps we can work out a satisfactory arrangement sometime in tne future.

Sincerely,

Richard Stauber

Richard Stauber
Research Analyst

RS:ml

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

March 15, 1974

Mr. Mike Kinney
Assistant Personnel Manager
Gehl Company
West Bend, Wisconsin 53095

Dear Mr. Kinney:

Thank you for your letter supporting Cooperative Education. We appreciate it very much and will keep you informed as to the results of our investigation.

Sincerely,

Dick Stauber
Research Analyst

DS:mw

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 1 1 1976

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JUNIOR COLLEGES

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director